**5th Grade Math, Topic 7.2 Multiplying whole numbers and decimals**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Interactive Learning Recording Sheet 14 | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 5th grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 7-2  “Alex swims 1.25 miles every other day. How many miles does she swim every two weeks?”  \* Encourage children to use the classroom to represent their thinking n their math journal. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: (Vocabulary review)  Words to Know: multiplication, decimal point, decimal- have children turn to a partner and have them review the words to know.  Set the purpose- You know how to add decimals, today you will learn to multiply a decimal by a whole numbe.  Connect – Where in everyday life might you need to multiply using decimals? | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pose the Problem: “Four cars travel at different rates. If each car maintains its speed, how far will it travel in 3 minutes?” (Pair work using Interactive Learning Recording Sheet 14  Students share out problem solving.  Class discussion: Questions for discussion: How did you find the 3 minute distance for car 1?” Write on board- “How could you write this as a multiplication problem?”  Next problems (refer to whole class discussion section in T.E. 172 B)  Extend: “Use drawings of coins and dollar bills to write an explanation why 3X13=39; 3x1.3=3.9; and 3x.13=.39?” Circulate around the classroom and reinforce problem-solving strategies. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge in Student textbook and projected (if access to document camera)  *Guided Practice* problems 1,3& 5 whole class (using white boards)  *Guided Practice* problems 7 & 8 independently, then partner share responses (using white boards)  \*ReTeaching Set B on page 194, if necessary | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 9-20, 34 in Math Journal \*Brain Builder: Problem 35 and 37. (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 7-2** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Toss and Talk** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using division. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 7-2** | |